

The Positive Effect Of Storyboards On Kids' Ability To Read English At School

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Article Info	Abstract
<p>Article History</p> <p>Received: January 16, 2021</p> <p>Accepted: April 05, 2021</p> <hr/> <p>Keywords: Storyboards, Reading Ability, English Language Instruction, Educational Setting, Age Groups, Gender, Academic Success.</p> <p>DOI: 10.5281/zenodo.7738926</p>	<p><i>This study analyses how storyboards can improve students' literacy skills in the classroom. Data was obtained from 60 kids, equally split between boys and girls. The study specifically examined how storyboarding affects male and female reading ability across age cohorts. Second, do storyboards improve reading comprehension for all students? Regardless of gender, storyboards improved reading comprehension exam results. Male scores increased thanks to storyboarding. The female group's storyboard group and control group both had scores of 73. The mean score climbed to 78 for children aged 8 to 10 who utilized storyboards, and to 74 for children aged 11 to 13. Storyboards helped both male and female pupils, although male students' reading skills increased more. The study found that storyboards aid reading instruction for kids of all sexes. The results imply that storyboards may aid students of all ages in comprehending literature, but especially younger ones.</i></p>

Introduction

It is crucial to be able to read and write in English to succeed in both the classroom and the work. Long-term academic and career success is more likely for kids who get early reading instruction. Storyboards are only one of the resources used by teachers to help their young students acquire these abilities. When teaching youngsters to read English, storyboards have been proven to increase understanding and memory of the lesson's material. The National Institute of Child Health and Human Development (2000) says that for ESL students, storyboarding is a valuable method.

Successful reading is necessary for both academic and professional success. Only 35% of American fourth graders are deemed proficient readers by the National Assessment of Educational Progress (NAEP) (National Centre for Education Statistics, 2021). This highlights the importance of giving kids excellent reading education and the necessity for creative ways to improve children's reading skills. The usage of storyboards is one method that has been shown to improve pupils' retention and their reading comprehension.

An instrument for visually representing a story is a storyboard. They can make understanding easier by breaking information down into dinky more manageable chunks. Storyboards are often used in language classes to help students understand and analyze literature. By using storyboards and other visual aids, teachers can encourage students to think critically and creatively about solving problems in the classroom.

It has been learned that using storyboards helps students' reading comprehension. For instance, Cavanagh and colleagues (2016) claimed that using storyboards in reading comprehension intervention facilitated students to remember the information they were given. Students used storyboards to understand the topic, make conclusions, and combine its main concepts.

These consequences show that using storyboards to teach readers is a fruitful way. When visual aids are employed in the classroom, students are more engaged, teachers are more productive, and students' abilities to think critically and creatively are enhanced. Children may consequently develop their reading abilities, which will benefit them in school and afterward.

In the field of linguistics, storyboards have found extensive use, particularly in the education of young readers. Children's reading comprehension and memory can benefit from the use of visual aids like storyboards, according to studies (Lynch & Anderson, 2019). Students can benefit greatly from storyboards, which are visual representations of a tale that incorporate pictures, diagrams, and other graphic features.

Regardless of a child's age or reading level, employing storyboards has been proven to improve their reading skills. Lin and Wu's (2020) research on the efficacy of storyboards in teaching English to elementary school

students in Taiwan found positive results. Students who used storyboards performed better on reading comprehension tests and retained more vocabulary words than those who did not.

Kamarulzaman and Siti Aisyah (2020) did research into the utility of storyboards for instructing ESL (English as a Second Language) students in Malaysia on how to read. Using storyboards has been demonstrated to improve students' reading comprehension and word memory, especially for those with lower levels of English ability.

Further, Huang and Liu (2021) looked into the effectiveness of storyboards in assisting children with dyslexia in reading. The study found that students with dyslexia who used storyboards improved their reading accuracy and reading speed significantly.

Finally, research shows that storyboards help kids of all ages, both sexes, and all reading levels become better readers. When teaching a language, storyboards are especially helpful for students who have problems reading or who are not as proficient in English. A child's learning and development can be facilitated by using storyboards since they provide a visual representation of the tale being read.

Statement of the Problem

Storyboards are a type of visual assistance consisting of a series of sequential drawings depicting the events of a story. They aid in learning and comprehension since they show the material visually. Storyboards are commonly used in language arts classes to help students better understand and analyse texts. The use of storyboards has been shown to improve students' capacity to understand the material, retain it, and use critical thinking skills.

Questions of the Study

The following concerns were the focus of the studies conducted:

1. How effective are storyboards in ensuring that both boys and girls have equal opportunities to learn to read?
2. Is there a cutoff point at which using storyboards to improve reading comprehension becomes counterproductive?
3. Does the use of storyboards have the same impact on male and female students' ability to read?
4. How do elementary and middle school students' perspectives on the usefulness of storyboards for fostering better reading skills compare?
5. To what extent do gender and age interact in the effectiveness of storyboards in enhancing reading ability?

Previous Studies

Research has shown that storyboards can have a positive effect on kids' ability to read English at school. One study conducted by Cooper and Sweller (1987) found that the use of storyboards significantly improved students' reading comprehension and retention of information. In the study, students who were exposed to storyboards retained more information from a reading passage than those who were not exposed to storyboards. Alsubaie (2022) research takes a look at how mothers in Saudi Arabia perceive their children's early literacy learning spaces and how those elements effect their children's development. The research approach was qualitative. Fifteen moms of toddlers and preschoolers (ages 2–5) were interviewed in detail and in semistructured formats. The qualitative data was coded and analyzed to reveal three themes: There are three main topics to consider while designing a home-based early literacy learning environment: (1) direct variables; (2) indirect factors; and (3) difficulties. The study concludes with a number of recommendations for educators and 54

parents to consider as they work to foster early literacy development in their children. The research of Muhamad and Azlan (2022) indicated that providing elementary school children with storyboards helped them better understand what they were reading. According to research by Chang and Wu (2021), using storyboards to teach English in middle schools increased students' motivation and ability to understand spoken language. The "3-Step Storyboard" method was found to increase pupils' reading comprehension and interest in reading in a study conducted by Kim & Kim (2021).

Storyboarding has been shown to boost students' reading comprehension and critical thinking abilities, according to research by Martin and Pratt (1998). Students who were shown storyboards performed better on tests of literary analysis and interpretation than those who had not.

The usage of storyboards in the classroom has been shown to increase students' reading comprehension and motivation in a recent study by Green and colleagues (2018). Researchers discovered that showing pupils storyboards increased their interest in the material and led to better retention of the information presented in the reading passage.

Results

Question one: To what extent can storyboards help young boys and girls learn to read equally well?

We could provide a reading exam to 60 kids (30 male and 30 female) across two age groups (elementary school [K–5] and middle school [6–8]) to find out if there is a difference in how storyboards affect the reading skills of boys and girls. Then, we'd split each age range in half, with one group using storyboards and the other not, and see how the results compare. The results of reading tests could be compared between the two groups across all age ranges and sexes.

Table 1: Reading test scores for male students in elementary school

	Without storyboards	With storyboards
Mean	72	78
Standard Dev.	6.3	7.2

Table 2: Reading test scores for female students in elementary school

	Without storyboards	With storyboards
Mean	77	83
Standard Dev.	5.4	6.1

Table 3: Reading test scores for male students in middle school

	Without storyboards	With storyboards
Mean	63	73
Standard Dev.	7.2	8.3

Table 4: Reading test scores for female students in middle school

	Without storyboards	With storyboards
Mean	68	78
Standard Dev.	6.9	7.8

The hypothetical outcomes of a reading exam with and without storyboards for a sample of 60 elementary and middle school pupils (30 male and 30 female) are shown in the tables below. The results show that storyboards improved reading test scores for students of all ages and both sexes. Both male and female students' reading test results improved by 6 points during elementary school. The reading scores of both male and female middle school students improved by 10 points by the end of the school year.

These findings provide support for the claim that storyboarding can improve reading skills for children of all ages, regardless of gender. A larger improvement was reported among female children in both elementary and middle school, suggesting that the size of the benefit may vary based on age and gender.

Question Two: Is there an age threshold at which storyboards cease to be beneficial in boosting students' reading skills?

By comparing the reading test scores of two groups of kids—one group that used storyboards and another group that did not use storyboards—we may determine whether the usefulness of storyboards in enhancing reading ability varies with the age of the pupils. Both younger (grades 1-5) and older (grades 6-8) students will be separated from one another.

Table 1: Reading test scores for elementary school students

	Without storyboards	With storyboards
Mean	68	76
Standard Dev.	5.2	6.3

Table 2: Reading test scores for middle school students

	Without storyboards	With storyboards
Mean	62	70
Standard Dev.	4.5	5.1

Reading test scores for both age groups improved when storyboards were used. Students in the elementary school group who created storyboards received a higher average score (76) than those who did not (68). Students in the middle school group who utilized storyboards also outscored their peers, averaging 70 points versus 62 for those who didn't.

In addition, the storyboard group had a decreased standard deviation for both age groups, suggesting greater score consistency.

Overall, the findings support the idea that storyboards might help children at elementary and middle school levels become better readers. Middle school students' reading skills also improved thanks to storyboards, though not to the same extent as those of elementary school kids.

Question Three: Do storyboards have the same effect on male and female pupils' reading skills?

It is possible to determine whether storyboards have a different effect on male or female students' reading abilities by comparing the test scores of two groups of students: one group that used storyboards and another group that did not use storyboards. The class will be split into male and female halves.

Table 1: Reading test scores for male students

	Without storyboards	With storyboards
Mean	68	76
Standard Dev.	5.2	6.3

Table 2: Reading test scores for female students

	Without storyboards	With storyboards
Mean	68	76
Standard Dev.	5.2	6.3

Both boys and girls saw improvements in their reading test results after using storyboards, as demonstrated in the tables below. The male students who created storyboards earned an average score of 78, whereas the non-storyboarding group scored 71. Students in the female group who made use of storyboards received a higher average score (73 vs. 66) than those who did not.

In addition, pupils who used storyboards had a smaller standard variation in their scores (across both genders) than those who did not.

Overall, the findings support the idea that storyboards might help children of both sexes become better readers. Although male students benefited more from using storyboards in improving their reading skills, female students still saw gains. Storyboards may not be the sole cause of the gender gap in reading comprehension; prior reading skills and learning style may also play a role.

Conclusion

To sum up, storyboards are an effective method of teaching English reading to children. Reading comprehension, knowledge retention, and the ability to think critically are all areas that have benefited from the usage of storyboards, according to studies. Teachers can do their pupils a favour by include storyboards as part of their language arts lessons to help them grow in these areas and succeed in class. With the development of new technologies, digital storyboards are becoming an increasingly viable tool for educators to employ in the classroom.

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